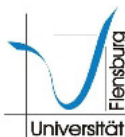


ICML XIII  
International Conference on  
Minority Languages

THE INSTITUTIONAL  
ARRANGEMENTS

June 22–25, 2011  
German–Danish Border Region  
on Flensburg Fjord

[www.icml13.org](http://www.icml13.org)



**Conference Programme**

# INTERNATIONAL CONFERENCE ON MINORITY LANGUAGES XIII

## THE INSTITUTIONAL ARRANGEMENTS

**University of Southern Denmark**



**European Centre for Minority Issues**



**University of Flensburg**



**INTERNATIONAL CONFERENCE ON MINORITY LANGUAGES XIII  
THE INSTITUTIONAL ARRANGEMENTS**

**WEDNESDAY, 22<sup>nd</sup> June**

12.30-14.00	Scientific Committee meeting at ECMI , Schiffbrücke 12, 24939 Flensburg
15.00-17.00	Flensburg walking tour “Majority-Minority historical encounters” (map)
17.00-18.00	<p style="text-align: center;"><b>Registration , University of Flensburg, Main Hall /Audi Max</b></p> <p>Opening session, University of Flensburg, Main Hall/Audi Max</p> <p style="text-align: center;"><b>Welcome</b></p> <p style="text-align: center;">University President, Dr Stephan Panther Lord Mayor of Flensburg City Dr Christian Dewanger (tbc) Director European Centre for Minority Issues Dr Tove H. Malloy ,</p> <p style="text-align: center;">ICML 13 Organisers: Prof. Dr Elin Fredsted, University of Flensburg; Dr Karen Margrethe Pedersen, University of Southern Denmark; Ewa Chylinski, ECMI Deputy Director</p> <p style="text-align: center;"><b>Plenary lecture</b> <b>MINORITIES SEEN FROM THE SPACIAL PERSPECTIVE</b></p> <p style="text-align: center;"><i>Prof Dr Holger Jahnke</i> <i>Institute for Geography, University of Flensburg</i></p>
20.00	<b>RECEPTION Audi Max Lobby</b>

**INTERNATIONAL CONFERENCE ON MINORITY LANGUAGES XIII  
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**THURSDAY, 23<sup>rd</sup> June**

<b>University of Southern Denmark ALSION, Sønderborg, Denmark</b>				
08.00	Departure by bus from Bus Park Area at Holms Passage TX MAX, Flensburg, (map)			
09.30	<b>Opening Session</b> Welcome by Aase Nygaard, Mayor of Sønderborg; Stephan Kleinschmidt, Chairman of Cultural Affairs, City Council of Sønderborg ; Dr Elisabeth Vestergaard , Director Department of Border Region Studies, University of Southern Denmark; Jens Christiansen, Secretary General of the SSF (Danish Minority); Hinrich Jürgensen, President of the Association of North Schleswig (German Minority) Room U 101			
10.15-11.00	<b>Plenary session</b> <b>INNOVATION AND DIVERSITY – A VIEW ON INSTITUTIONAL ARRANGEMENTS FOR MINORITY LANGUAGES IN SOUTH AFRICA</b> <i>Prof. Dr Marlene Verhoef , North West University, South Africa</i> Room U 101			
<b>COFFEE BREAK - ALSION Café Bartolin</b>				
11.30-13.00	<b>Section 1. Room U 101</b> <i>Language Cross-border</i> Section Head <i>Dr Karen Margrethe Pedersen</i>	<b>Section 2. Room M 202</b> <i>Legal Provisions</i> Section Head <i>Dr Alexander Osipov</i>	<b>Section 3. Room M302</b> <i>Language Transmission</i> Section Head <i>Dr Elin Fredsted</i>	
11.30-12.00	<i>O’Giollagain C.</i> <i>Ethnolinguistic vitality in Ireland: Negotiating borders and identities</i>	<i>Larichev A./Chernov S.</i> <i>Developing legal base for minority languages in the Russian Karelia</i>	<i>Dolowy-Rybinska N.</i> <i>Ethnic Institutions for the Young (Kashub in Poland)</i>	
12.00-12.30	<i>Hodges R.S.</i> <i>Integrative or Instrumental Incentives? Why non-Welsh speaking parents</i>	<i>Walkowiak J.</i> <i>The spelling of Polish surnames in Lithuania: Institutional regulations</i>	<i>Diaz A. F-C:</i> <i>Institutionalisation – yet another virtue of neology</i>	

**INTERNATIONAL CONFERENCE ON MINORITY LANGUAGES XIII**  
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	<i>choose Welsh-medium education</i>	<i>gone awry</i>		
12.30-13.00	Brezigar S. <i>From Multiculturalism to Interculturalism</i>	Brezigar B. <i>The impact of legislation on Slovene Language in Italy</i>	Casasnovas R. & Juarros-Daussa E.: <i>Maintenance of Catalan and Galician in and out of their territories (tbc)</i>	
13.00-14.30	<b>LUNCH BREAK CAFÉ BARTOLIN ALSION</b>			
14.30 – 17.00		<b>Section 4. Room M 202</b> <b>Minority language acquisition</b> Section Head <i>Dr Sanita Lazdina</i>	<b>Section 5. Room M302</b> <b>Language ideology</b> Section Head <i>Dr Tomasz Wicherkiewicz</i>	
14.30 - 15.00		Dijkstra J. <i>Langugae input and the early development of a bilingual vocabulary</i>	Rowland H. <i>Gaelic league and the language Freedom Movement (LFM): a case study of oppositinal language ideologies in Ireland (1965-74)</i>	<b>Public OPEN session on minorities in the German –Danish Border region (in Danish) Room U101</b>  <b><u>Meet the Minorities – Language and Culture</u></b>  <b>Exhibition about the Danish minority in South Schleswig; German minority in South Jutland and the Frisians in North Friesland</b>

## INTERNATIONAL CONFERENCE ON MINORITY LANGUAGES XIII

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15.00 – 15.30		Jansmaa M. <i>Advantages of trilingual education</i>	Lonning H & Holten S. <i>Language attitudes to the NSL (Norwegian Sign Language)</i>	Gösta Toft: Nej tak til Sprogpagten i Sønderjylland <b>(Thank you no to the Language Charter in South Jutland)</b>
15.30- 16.00		Lenoach C. <i>The social dynamics of minority lang acquisition in Ireland</i>	Marten H. <i>Minority Language in Germany – a holistic policy approach</i>	Lisbet Mikkelsen Buhl: Potentialer og udfordringer for dansk sprog i de danske institutioner i Sydslesvig <b>(Opportunities and challenges for the Danish lang in the Danish institutions in South Schleswig)</b>
16.00- 16.30		Bererziartua G. & Cenoz J. <i>Basque literacy skills at school and out-of-school</i>	Satava L. <i>Ethnic Identity and language attitudes of young people in the Kalmyk Republic, Russia</i>	Jörgen Jensen Hahn: Skolen med de tre sprog:frisisk, dansk og tysk <b>(The school with three languages: Frisian, Danish and German)</b>
16.30 – 17.00			Schrammel B. <i>Romani Language and the ECRML</i>	Karen Margrethe Pedersen: Valgkamp på sønderjysk for Slesvigsk Parti <b>(Election)</b>

# INTERNATIONAL CONFERENCE ON MINORITY LANGUAGES XIII

## THE INSTITUTIONAL ARRANGEMENTS

				<i>campaign in South Jutland dialect for the German minority party Schleswig Party)</i>
17.00-18.00	<b>Visit to the German Minority Museum, Deutsches Museum, Rønhaveplads 12 Sønderborg</b>			
18.00 – 18.30	<b>Transport to Dyvig Badehotel</b>			
				
19.00 – 22.30	<b>DINNER &amp; MIDSUMMER CELEBRATIONS (Sct. John bonfire)</b>  <b>Public Event /Entertainment by minority music bands: “Rødkål &amp; Sauerkraut” ( in Danish, German and Low German); Brygs &amp; Simon Stoy Rap (in the local dialect Sønderjysk); Sarabande (Folk Group of German Minority)</b>			
22.30 - 24.00	<b>Transport to Sønderborg Alsion and to Flensburg</b>			

**INTERNATIONAL CONFERENCE ON MINORITY LANGUAGES XIII**  
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**FRIDAY 24<sup>th</sup> JUNE**

09.00 – 10.00	<p><b>University of Flensburg, Main Hall /Audi Max</b></p> <p>Welcome by the Schleswig-Holstein Commissioner for Minorities &amp; Culture Caroline Schwarz</p> <p><b>Plenary session</b></p> <p><b><i>LANGUAGE AND AUTONOMOUS INSTITUTIONS : A GLIMPSE OF SUCCESSES AND FAILURES FROM AROUND THE WORLD</i></b></p> <p><b><i>Prof. Dr Fernand de Varennes, Murdoch University , Australia</i></b></p>			
10.00- 10.30	<p><b>COFFEE BREAK    CAMPUS SUITE CAFÉ (EB Building)</b></p>			
10.30 – 12.30	<p>Section 1. <b><i>Other regions of the world Room 065</i></b> Section Head Prof F. de Varennes</p>	<p>Section 2. <b><i>Media &amp; Minorities Room 064</i></b> Section Head Sara Losch &amp; Janne Rösler</p>	<p>Section 3. <b><i>Special Panel: Perspectives of Language diversity in Northern Germany and the German-Danish border region sponsored by DAAD Room</i></b> Moderator/Discussant Diercks W./Faltings V.</p>	<p>Section 4 <b><i>European Minority &amp; Regional Languages Room 066</i></b> Section Head Dr Timofey Agarin</p>
10.30- 11.00	<p>Vaillancourt F. <i>Assessing policies for francophone minorities in Canada</i></p>	<p>Jongbloed E.U. <i>Radio broadcasting in minority languages in Colombia – fostering identity through media</i></p>	<p>Fredsted E. <i>Institutional constraints on language innovation</i></p>	<p>Lazdina S. <i>Implications of Linguistic research in theory and practice: Impact of ethno-linguistic survey of Latgale on language policy and regional development</i></p>
11.00- 11.30	<p>Coluzzi P. <i>Brunei Darussalam: Bilingual</i></p>	<p>Davies H. <i>Interaction of multiplatform media and younger viewers</i></p>	<p>Langhanke R. &amp; Langer N. <i>Linguistic Apocalypse – The Case of Low German in the</i></p>	<p>Wicherkiewicz T. <i>Pandora's box or linguistic</i></p>

# INTERNATIONAL CONFERENCE ON MINORITY LANGUAGES XIII

## THE INSTITUTIONAL ARRANGEMENTS

	<i>language policy with two "foreign" languages</i>		19 <sup>th</sup> Century	<i>paradise: the lesser used languages of Georgia – challenges for the state's language policy</i>	
11.30-12.00	Chylinski E. <i>Restrictive language policies in Central Asia &amp; Caucasus – marginalized institutions</i>	Jones E. <i>Identifying priorities in media policy for minority languages in a converged media age</i>	Wilcken V. <i>Language Change and Language Stability in Northern Low German</i>	Janssen M. <i>OSLIN – a web-based framework for creation and maintenance of lexicons</i>	
12.00 – 12.30		Losch S.& Rösler J. <i>The extended framework: Bilingual performances on Facebook</i>			
12.30 – 14.30	<b>LUNCH BREAK CAMPUS MENSA / COFFEE CAMPUS SUITE EB BUILDING</b>				
14.30 – 17.00	Section 5. <b>Minority language in public sphere</b> <b>Room 065</b> Section Head Dr P. Coluzzi	Section 6 . <b>Language revitalisation Room 064</b> Section Head Prof Marlene Verhoef	Section 3. continuation	Section 7. <b>European Institutions for Minority languages Room 066</b> Section Head Dr Ulrike Barten	<b>Public OPEN Session on: <u>Minority and Regional Languages in the Danish-German Border Region (in German)</u> Room 065</b>

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14.30 - 15.00	Horvath I. <i>Effective use of Hungarian in official and public sphere in Romania</i>	O'Hanlon F. <i>Lost in transition? Celtic language revitalization in Scotland and Wales – the primary to secondary school stage</i>	Reershemius G. <i>Learning from the Past? Language convergence and loss in Northern German Yiddish varieties 1850-1942</i>	Backer- Steinbrinck V. <i>MERCATOR Research – a European</i>	<p><b>EXHIBITION</b>  <b>Information about the Danish minority in South Schleswig, the German minority in South Jutland, the Frisians in North Friesland and the Low German language</b></p> <p><b>1<sup>st</sup> Floor EB Building</b></p>
15.00- 15.30	Veress I. <i>Use of minority languages in local administration in Romania</i>	Schaarschmidt G. <i>Reconfiguring LSP for minority languages</i>	Faltings V. <i>The middle-low German writing tradition as evidence of early contact between the Frisian and the low-German languages</i>	Walker A. <i>EBLUL 's German MSC as an institution promoting RML</i>	<p><i>Gösta Toft: Deutsch in Nordschleswig – ein ungenutztes Potential (German in North Schleswig – an unused potential)</i></p>
15.30 – 16.00	Aiestaran J. Cenoz J. Gorter D. <i>The promotion of Basque in the Linguistic Landscape</i>	Horvath C. <i>Revitalising Mansi language through children centers in</i>	Westergaard A. <i>'Sønderjysk in the German minority in Denmark: a ,retreat' for an endangered language</i>	Chylinski E. <i>ECRML and creation of minority language institutions</i>	<p>Antje Arfsteen: <i>Nordfriesisch in Nordfriesland (NorthFrisian in North Friesland)</i></p>

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	<i>of the City of Donostia-San Sebastian</i>	<i>Yurga</i>			
16.00 – 16.30			Pedersen K. M. <i>Attitudes to the Languages and the institutional arrangement of the German Minority in Denmark</i>	Diedrichsen J. <i>FUEN and minority languages</i>	<i>Ingwer Oldsen: Niederdeutsch in Schleswig-Holstein 2011 – noch selbstständig oder nur noch im Überlebenskampf? (Low German in Schleswig-Holstein 2011 – yet independent or already fighting for survival?)</i>
16.30-17.00	<b>Conference concluding remarks and closure</b>				<i>Sara Lösch/Janne Rösler Der mündliche und schriftliche Sprachgebrauch bilingualer Jugendlicher in Südschleswig mit Schwerpunkt auf Facebookkommunikation (The oral and written language use by bilingual youth in South Schleswig with focus on Facebook communication)</i>

# INTERNATIONAL CONFERENCE ON MINORITY LANGUAGES XIII

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18.00- 19.00	<p><b>MINORITIES IN THE DANISH-GERMAN BORDER REGION</b> <b>DINNER AT FLENSBORGHUS Danish Minority Cultural Centre</b></p>
19.00- 22.00	<p><b>Public Event / Entertainment with</b> <b>Frisian Ensemble Young Voices of the North and Hvordan (sk)? Danish with English Subtitles</b></p> 

# MAP OF FLENSBURG




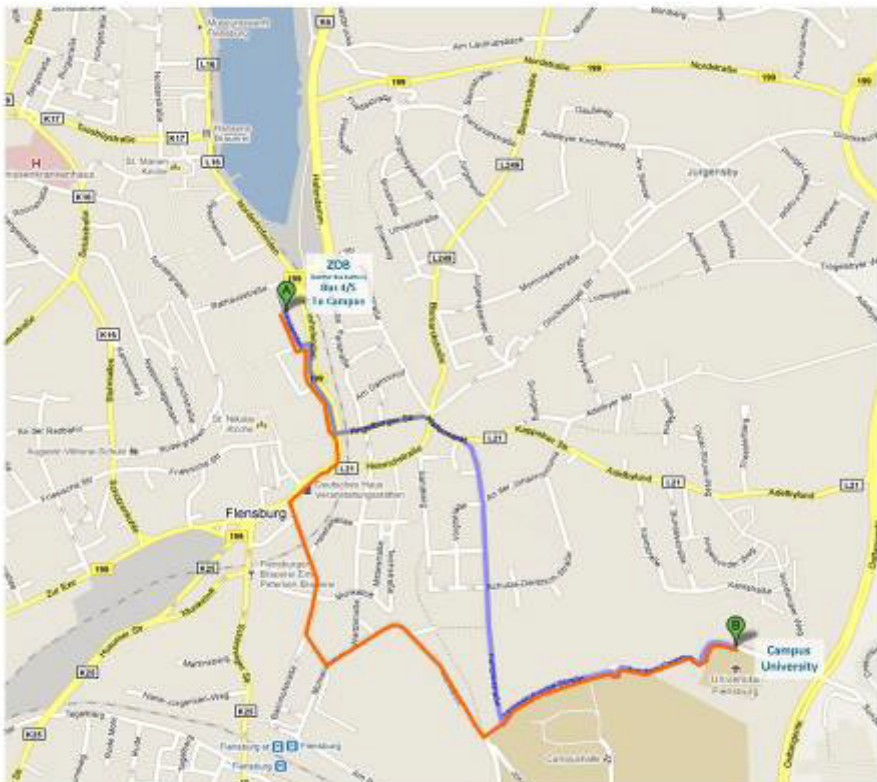
## MAP OF FLENSBURG

Route: ZOB—Campus University

 2.5 km—around 35 min walking

Alternative:

 Bus 4/5 from ZOB to the Campus University  
(around 15 min)





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**CONFERENCE ABSTRACTS**

# CONFERENCE ABSTRACTS

Mercator Research Centre – tucked in

**Verena Backer-Steinbrink, Research Assistant at Mercator Research Centre on Multilingualism and Language Learning c/o Fryske Akademy, Ljouwert/Leeuwarden, Netherlands**

Multilingualism and Language Learning with respect to minority languages together is a niche within Europe - at Mercator Research Centre we believe that this combination meets a clear need for research and information in the European Union.

The Mercator Research Centre tries to meet this need by involving in a multitude of activities ranging from several research projects and inventorying existing research, over comparative studies to the provision of language dossiers, search engines and articles on regional minority languages, immigrant and smaller state languages as well as sign languages.

This presentation is going to provide an insight into the activities stated above. Anyone seeking more information on certain minority languages, language research and/or getting involved in language projects will be given the means to find out what Mercator Research Centre has to offer.

## **Basque literacy skills at school and out-of-school**

**Garbiñe Bereziartua & Jasone Cenoz  
University of the Basque Country**

This paper analyses the literacy skills of secondary school students in a sociolinguistic context where Basque is the most widely used language. The study was conducted in the Basque Autonomous Community where Basque and Spanish are official languages. The aim of the study is to compare literacy skills in the school context and outside school when students communicate with each other by using internet. The study looks at the relative use of Basque and Spanish when writing a text in an academic context and in non-academic contexts in the students' leisure time.

Participants were a group of secondary school students in a Basque-medium school where Spanish and English are also learned as school languages. Participants filled in a questionnaire and wrote a number of compositions in Basque in the classroom. Examples of interaction among participants on the internet were also analyzed. Additional data were obtained through classroom observation and focus group discussions.

The results indicate that students find important differences between the two contexts that are reflected in their literacy practices. These differences and their implications for minority languages are discussed as well as the possibility of establishing more links between literacy practices in academic and non-academic contexts.

## **The Promotion of Basque in the Linguistic Landscape of the City of Donostia-San Sebastian**

**Drs Aiestaran Jokin, Jasone Cenoz & Durk Gorter  
University of the Basque Country**

Minority languages contest with other languages for visibility and space in the linguistic landscapes of urban areas across Europe (Gorter, Marten, Van Mensel, f.c.).

Our study extensively documents and analyzes the role of the minority language Basque along with other languages in different neighbourhoods of the city of Donostia-San Sebastián in the Basque Country, Spain. Over 6,000 digital pictures were taken to capture the public signage of different types of establishments (Aiestaran, Cenoz and Gorter 2010).

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The linguistic landscape is explicit object of language management by the local (and regional) government. The top-down language policy strongly stimulates the use of Basque. The linguistic landscape is included among a broad range of social institutions such as schools, media and culture. Subsidies are available to encourage the use of the minority language on signs by different types of establishments.

Our main aim is to compare the outcomes of this policy for different types of establishments, e.g. banks, real estate agencies, shops and public buildings.

The results show that there are important differences among the different types of establishments related to top-down, but also bottom-up arrangements. The study demonstrates that investigations of the linguistic landscape can contribute to the development of language policies aimed at the use of minority language signs in public space.

### **The Impact of Legislation on Slovene Language in Italy**

**Brezigar, Bojan**  
**Independent Researcher**

In February 2001 the Italian Parliament adopted the bill 38 of protection of Slovene linguistic minority in the Region Friuli Venezia Giulia. Ten years after an overview of implementation of this legislation will be given. It will mainly relate to linguistic rights, based on the result of the research now running in 32 municipalities of the area settled by Slovenes and to education, based on statistic figures of children and students attending Slovene schools in the area. General evaluation of minority media, cultural organizations as well as economical and social situations will also be included. Based on fact and figures the author will answer the question to what level the new legislation influenced the development of the Slovene language and in general the Slovene minority in Italy, also in connection with political changes in Italy, with the EU enlargement including the Republic of Slovenia and with the new border situation, based on strong cooperation after Slovenia entered the Schengen Treaty.

### **From Multiculturalism to Interculturalism in Central Europe: a question of linguistic skills?**

**Brezigar, Sara**  
**Researcher, Institute of Ethnic Studies, Ljubljana, Slovenia**

The aim of this paper is to establish how linguistic skills of the majority population (in the minority language) influence the cultural infrastructure, policies and activities of ethnic minorities.

In the first part of the paper (theoretical framework) the author explores the close relationship between culture, language and cultural policies. Language is both a means and the content of inculturation. Moreover, the author establishes the role of linguistic skills (in minority languages) within cultural policies that stem from notions of multiculturalism and interculturalism.

In the second part of the paper the author presents the results of the comparative study "Practice of Minority Protection in Central Europe", conducted with In-depth interviews in Slovenia, Italy, Austria, Slovakia, Hungary and Romania. The study compares cultural infrastructure, policies, activities and audiences of 19 (autochthonous) ethnic minorities and the role and significance of the (minority) language within such policies and activities. The author concludes that cultural policies in Central Europe stem from notions of multiculturalism, where basic means of reproduction, development and integration of the culture of all the ethnic communities in the state are provided, rather than interculturalism, according to which means for greater cultural interaction among ethnic communities need to be provided. Moreover, the study shows how language is an important limiting factor for the long-term survival and development of ethnic minorities in Central Europe, if members of majority populations that live in contact with ethnic minorities do not learn and speak (also) the minority language.

## CONFERENCE ABSTRACTS

### Maintenance Of Catalan and Galician In and Out of Their Territories

Dr Cassesnoves Raquel Ferrer & Eva Juarros-Dausa

Language maintenance is facilitated by two mechanisms: intergenerational transmission and schooling. Linguistic transmission is the 'familiar' and /or 'natural' mechanism that ensures the maintenance of a language, while schooling is the 'official' and/or 'formal' instrument that consolidates the learning of the language. In the case of minoritized languages, and especially when the natural mechanism is fragile, the educational system becomes crucial in the maintenance of the language. The influence that schooling can have will depend both on specific linguistic policy and on the governmental support received by the linguistic community.

We present a comparison of intergenerational transmission regarding Catalan and Galician in two different contexts: on the one hand, the "original" setting, in the territories of Catalonia and Galicia, where they are heritage languages (historically and nationally rooted), and have official status; on the other hand, the "transferred" context, the immigrant communities of Catalans and Galicians residing in New York City, where there is no governmental support.

Quantitative (survey) and qualitative (interview) data show two different patterns had depend less on the context where the language is being reproduced, and more on its origin, namely on the schooling model and governmental support that the language receives in its original territory.

### Restrictive Language Policies in Central Asia & Caucasus – marginalized institutions

Chylinski Ewa

European Centre for Minority Issues

The five states of Central Asia – Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan – and the two South Caucasian states of Georgia and Azerbaijan have large percentages of their population representing various minorities.

These are either national minorities of the region, the post-Soviet groups that remained after the dissolution of the Soviet Union, or the deported peoples such as Koreans, Tatars or Meskhetian Turks. There is also a number of ethnic minorities who try to preserve their distinct language and culture – the Lakai, Dungans, Luli (Roma), just to mention several of them. The past 20 years of independence have not been kind to minorities, despite their substantive contribution to the development of the countries. In particular, the provisions for minority languages in institutionalized frameworks were removed from the official sphere (schools and public administration) and referred to more private status of Sunday schools and informal minority language use.

During the process of accelerated nation-building, intensive transition from Russian as *lingua franca* to local state languages, the minority language institutions has been highly discouraged. Only recently have the states embarked on the policies of re-institutionalizing minority languages. Yet, they are restricted either to the remnants of the former Soviet institutions, or are newly created by the cultural organizations of the minorities supported by the kin-states. Those without kin-states are perceived as not being part of them, and thus have difficulties to continue their linguistic identities.

## **CONFERENCE ABSTRACTS**

### **ECRML and creation of minority language institutions**

**Chylinski Ewa**

**European Centre for Minority Issues**

One of the eight fundamental principles of the European Charter for Regional or Minority Languages (ECRML) and applicable to all languages (Part II, Art.7) is the facilitation and /or encouragement of the use of such languages in speech and in writing, in public and private life. Another principle refers to the provision of appropriate forms and means for the teaching and study of such languages at all appropriate levels.

The principles cover seven areas of public life (Part III, Art 8,10,14), in which creation of minority language institutions is considered to be critical for their use and development but also for the fulfillment of the ECRML commitments. Among these are education, cultural activities and facilities and media. In the particular articles of the ECRML, there is a choice of undertakings that can help the minorities and the states to identify the forms of support needed and necessary, not only at the existing baseline but also looking into the future. The presentation and discussion of institutions from different countries which have ratified the ECRML will be put forward to assess their effectiveness in protection and promotion of minority languages.

### **Brunei Darussalam: Bilingual Language Policy with two Foreign Languages**

**Dr Coluzzi Paolo**

**Senior Lecturer – University of Malaya**

Brunei Darussalam. An Islamic Sultanate of 5,765 Km<sup>2</sup> situated in the north of the island of Borneo facing the South China Sea, has a language policy whereby two languages, standard Malay and English, are strongly supported by the State. These two languages, however, are the first languages of only a tiny minority of Bruneians. The languages learnt first by most Bruneians in fact are neither standard Malay or English but the other eleven languages traditionally spoken in the country. These languages are Brunei Malay, Tutong, Belait, Dusun, Murut (Lun Bawang), Iban, Penan, Mukah, in addition to various Chinese varieties. None of these languages enjoy any form of official protection and can all be considered endangered, to a lower or higher degree. A few of these languages, however, are the object of some form of language planning, either because of the active involvement of the speaking community (Mandarin Chinese) or because the same languages are spoken in neighbouring Malaysia where they are partially protected (Iban and Lun Bawang).

This paper is going to introduce briefly the linguistic situation of Brunei, its official language policy and how the three minority languages mentioned above (Chinese, Iban and Lun Bawang) are being maintained.

### **Interaction of Multiplatform media and younger viewers**

**Davies Helen**

**KTP Associate, Aberystwyth University/Boomerang**

Over the past 40 years, minority language movements have understood the importance the media industry has in providing cultural, educational and economic support to language communities.

The launch of the Welsh language television channel – S4C – in 1982 marked a significant advance in the Welsh language maintenance campaign. Despite strong opposition to the channel, the Welsh language has now become what Davies (1999:99) refers to as a ‘television language’. However, following damning press reports about declining viewing figures and proposed budget cuts, the future of S4C needs to be examined.

## CONFERENCE ABSTRACTS

This paper will present some initial findings from a knowledge of transfer partnership investigating the media preferences and practices of Welsh children aged 7-to-11. Using an online questionnaire and focus groups, the project will explore their interaction with multiplatform media and ask the question ; ‘why are Welsh-medium programmes not as appealing as English-medium ones’.

In order to secure the future of Welsh language broadcasting, the service needs to ensure that Welsh programmes reflect the cultural needs of younger viewers. This project is a move towards better understanding of the media wants and linguistic preferences of the target audience, and its findings will inform the creative development of Wales-based company; Boomerang+, one of the UK’s main producers of original television content for children.

### **Language input and the early development of a bilingual vocabulary**

**Dijkstra Jelske**

**PhD-student at Fryske Akademy/University of Amsterdam**

Gathercole and Thomas (2009) concluded that Welsh children easily gained proficiency in the majority language (English) whereas the acquisition of the minority language (Welsh) stayed behind due to reduced input. Does this trend also account for other minority languages, e.g. for Frisian in a context where Dutch is the majority language?

In a longitudinal study, 100 children of 2.3-3 years old were tested every six months with respect to their receptive and productive vocabulary in Frisian and Dutch. Data on their language input at home and preschool, was gathered by means of questionnaires. Our research question is: What is the role of language input on the acquisition of Frisian and Dutch?

Results from the first measurement indicated that an effect of home language is present with respect to receptive and productive vocabulary in Frisian. We will compare these results with those gathered six months later. In line with Gathercole and Thomas (2009), it is expected that as children grow older, home language will become an important factor in acquiring Frisian, whereas the acquisition of Dutch will not be affected.

### **Institutionalisation – yet another Virtue of Neology**

**Fernandez-Cernuda Diaz Alejandro**

**Linguist, Astur Neo (Universidia d’Uvieu), OBNEO (Universitat Pompeu Fabra)**

The system study of neology and its inner dynamics brings some powerful tools for language management. When efficiently applied and organised, these tools can also become well-affordable and quickly-profitable opportunities for language revival, i.e. a sure bet for minority language institutions. In this paper I will try and show the institutional virtues of neology by exemplifying with the recent establishment of an observatory for Asturian neology, AstruNeo. The goal here will not only be to offer a detailed description of the new group’s organisation, mission, or threats, but also to suggest some plausible lines for its methodological and theoretical evolution and, most importantly, to propose a reflection on the conditions for a feasible application to other context, since AsturNeo itself works as a transposition of OBNEO, the observatory for Catalan and Spanish neology. All in all, this final challenge speaks to the very own nature of our biennial meeting at ICML: finding ways to take our race and precious best-practices and success-stories to other realities and, thus, optimise and standardise our efforts.

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### **FUEN and networking in the field of regional and minority languages and linguistic diversity in Europe**

**Diedrichsen Jan, FUEN Director**

On the European level there is a political and institutional vacuum in regard to the promotion of regional or minority languages and European linguistic diversity.

Currently there are few minority language networks receiving funding from the European Union, but in order to influence European, national and regional policy-makers a common effort is needed. Taking up this approach FUEN – as representative organisation of the autochthonous, national minorities in Europe – finds it important to enhance this cooperation. The purpose of the initiative would be to establish new and more efficient ways of cooperation in promoting multilingualism and better exploiting the resources available for regional and minority languages in the regions. Another crucial issue for any activity would be how to better benefit from the funding possibilities of the European Union. This cooperation could eventually lead to a strong alliance for regional and minority languages in Europe.

### **Ethnic Institutions for the Young (the case of Sorbians and Kashubians)**

**Dr Dolowy-Rybinska Nicole**  
**Polish Academy of Sciences**

In my presentation I will consider what impact cultural animation efforts proposed to the young by ethnic organizations have for the maintenance of minority cultures and languages. In the case of stateless cultures, the tasks of protecting and propagating the endangered language, preserving the linguistic density, ensuring a place for the language in public life and encouraging its use in private life belong in great measure to organizations and ethnic associations. When the intergeneration transmission of the language has been disturbed and the new generation now learns it at school, special programs addressed to the young take on a particular importance: how and with what effectiveness can they encourage young people to use the minority language, how can they be used in the community and how can transmission of the language to the next generations be ensured? This task has become increasingly difficult – because of globalization, migration and different lifestyle patterns. That is why projects which are proposed for the younger generation have to be particularly interesting. In my paper I will present and compare the organisations and programs designated for young Sorbians and Kashubians. Based on field studies conducted in 2010 I will consider their effectiveness and their shortcomings.

### **The middle-low-German writing tradition as evidence of early contact between the Frisian and the low-German languages**

**Prof Dr Faltings Volkert**  
**The Frisian Seminar, University of Flensburg; Ferring Foundation**

The Frisian influence in the middle-low-German writing tradition of North Frisia is visible at all levels of language. Most of the transferences turn to be nonce borrowings from the then spoken North Frisian dialects. The adaptation of a Frisian expression to the middle-low-German language system usually happens according to certain phonetic and morphological rules.

Numerous so-called 'frisisms' seem to be cases of integrated transferences which have found their way both into the written dialect and the oral use of the dialect. Accordingly, parts of this middle-low-German must

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have been more or less hybridized. The use of secondary language low German as a “vehicle” for the textualization of a communication process going on in the primary language Frisian, is not bound to same degree to the prescriptive norms, when it would be when the Low German was used among speakers of low-German as a primary language.

### **Institutional constraints on Language innovation**

**Prof Dr. Fredsted, Elin  
University of Flensburg**

The spread of linguistic innovation and language convergence due to language contact can be constrained by minority institutions. Institutions that promote and engage in literacy (e.g. schools) hold a safeguarding function propagating a particular form of (standard) language. Generally, institutions are slower to accept and adopt innovations due to language contact than individuals and informal social groupings (e.g. minority groups in social networks on the internet).

Written data of bilingual students (Danish minority in Schleswig) show this very clearly: an institutional setting (school, university, job) blocks the replication of linguistic ‘matter’ (lexical units) but not that of linguistic patterns (morpho-syntactical features, e.g. predicate-argument structure) from the dominating language (German)

### **Language attitudes to the NSL**

**Holten, Sonja M. & Hege R. Lonning  
Manager and Sign Language Advisor, University of Oslo**

We are exploring language attitudes among deaf people regarding Norwegian sign Language (NSL) and Signed Norwegian. Our theoretical framework is primarily Faircloughs critical linguistics (2001). We are also exploring how Fairclough’s power in discourse may be expressed in NSL and deal NSL users.

NSL is the natural sign language of deaf signers in Norway, whilst Signed Norwegian is a result of an standardization process in the 1970s. The standardization did not take in regard the properties of sign languages and Signed Norwegian is produced as a sign to each spoken Norwegian word. We are discussing language attitudes from the perception that negative attitudes regarding NSL provided a favouring of Signed Norwegian.

Fairclough defines discourse as „a place where relations of power are actually exercised and enacted“ (2001:39). The status of Norwegian as the language of the majority made deaf signers as a minority prefer Signed Norwegian before NSL as mastering Norwegian gave higher status. We will provide a description of a possible language from that expresses a power relation between deaf and hearing people.

Our informants are 22 deaf signers and 18 – 85 years old.

### **Integrative or Instrumental Incentives?**

**The reasons why non-Welsh-speaking parents choose Welsh-medium education for their children: The case of Cwm Rhymni, Caerffili, South Wales.**

**Dr Hodges Rhian Sian  
Lecturer in Sociology and Social Policy, Bangor University, Wales**

Integrative or Instrumental Incentives? The reasons why non-Welsh-speaking parents choose Welsh-medium education for their children: The Case of Cwm Rhymni, Caerffili, South Wales.

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Education has long been seen as an effective language planning and minority language transmission tool in order to achieve language revitalisation and language reversal. According to the 2001 Census, there has been a substantial increase in the numbers of Welsh speakers 5-15 years old in south-east Wales since the 1991 Census. The aim of this paper is to elaborate upon this quantitative data by qualitatively discussing the main reasons non-Welsh-speaking parents choose Welsh-medium education for their children. A combination of quantitative questionnaires and qualitative in-depth interviews were administered amongst parents from the 'meithrin' (Welsh-medium nursery), primary and secondary school sectors in Cwm Rhymini, South Wales. The main reasons why parents chose this educational system were cultural, educational, economic and personal reasons respectively. These findings highlight integrative rather than instrumental reasons which featured heavily in past studies such as Williams et al (1978). This study is indeed one of the first in a larger corpus of work and one that hopes to address the existing lacunae in the Sociology of Language in Wales.

### **Revitalising Mansi Language through Children Centres in Yurga**

**Horvath Csilla**

**PhD Student, University of Szegedi Tudományegyetem, Hungary**

I would like to introduce the situation of Mansi language in Khanty-Mansiysk, capital of Khanty-Mansi Autonomous Okrug – Yugra. In this prosperous, traditionally not Ob-Ugric city Mansi immigrants share their life with the representatives of 123 minorities. Mansi language retired to be the language of the family and traditional worship only. Mansi language cannot be used at any other domain, it does not fit to describe 20th (or 21st) century life, and the official institutes studying Mansi language and culture are uninterested in modernizing, revitalizing the language, or even preserving its present status. Beside the habitual institutes a few independent pedagogues and other specialists organized special children centres for revitalizing Mansi language and culture in larger towns where they are not indigenous. These experiments have not been going on for a long while, but so far they seem to be prosperous. (Introduction of Mansi institutions of revitalization is based on my field work experience in Khanty-Mansi autonomous Okrug Yurga 2006-2009).

### **Minorities seen from the Spatial Perspective**

**Prof Dr Holger Jahnke**

**Institute for Geography , University of Flensburg**

Geography as a scientific enterprise deals with the spatial aspects of material things, as well as social and cultural phenomena. In a spatial perspective the notion of minority as a phenomenon hints at some questions and contradictions.

Since minority itself is a quantitative and relative concept, there is no minority as such. Each minority can only be measured in the context of a given spatial container, such as the nation state. In a geographical perspective the very existence of most – if not all - minorities depends upon the pre-existence of the spatial construction of nation states themselves.

The rise of the geographical science in turn was strongly linked to the creation and consolidation of the modern nation states in its early period. The drawing of national borders and thus the delimitation of homogenous spaces in cultural, linguistic, juridical and often religious terms set the frame for not only national , but also any other kind of minority. From the very beginning, school geography was part of the project of shaping culturally homogenous spaces and thus nationally homogenous populations.

The political weakening of the nation state opens new views on a broader variety of geographical scales beyond and within the existing nation states. All of a sudden neighbourhoods, local communities, regions, the

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European Union or even “the” become new references in the formation of socio-spatial identity. In today’s world of wide-spread international migration and communication networks, for many individuals transnational social spaces shape the own identity.

But what do these fundamental changes in our perception of the world imply for the notion of minority itself? How does the weakening of national borders as social barriers and the so-called disappearance of borders within the European Union effect the existence and identity of national minorities on either side of the border? How do transnational social spaces as points of reference in social everyday lives effect minorities’ identity themselves? At what geographical scale minorities turn into majorities?

In the lecture, we will discuss, how minorities can be identified from a spatial perspective and how the contemporary reshaping, weakening or disappearance of the Nation State effects the very notion of minority itself. These ideas will be illustrated by some selected examples.

### **Advantages of trilingual education**

**Jansma Marrit**

**PhD student, The Fryske Akademy / University of Groningen, The Netherlands**

The presentation focuses on the effect of trilingual education on self-confidence and oral language competences. In Frisian, a province of the Netherlands, three languages are taught in primary education; Dutch, Frisian and English. These languages are taught as a subject and/or used as medium of instruction.

Previous research of Van Ruijven and Ytsma (2008) on trilingual education has shown that pupils of trilingual schools outperform pupils of monolingual schools on vocabulary and reading comprehension. The present study extends this finding by identifying the effects of trilingual education on oral language competences as well as the level of self-confidence during speaking in a foreign language.

A longitudinal study, which includes three measurements over a period of one year, compares English language competences and the level of self-confidence of 225 (10-12) pupils of trilingual and monolingual schools.

During the presentation, results of the experimental study on trilingual schools will be discussed in greater detail. Besides that, preliminary data are presented. It is expected that pupils of trilingual schools have better language proficiency and a higher level of self-confidence than pupils of the control schools.

### **OSLIN – a Framework for the creation and maintenance of lexicons**

**Janssen, Maarten**

**Researcher**

OSLIN is a framework for the creation and maintenance of lexicons. Although it was originally designed and used for a large-scale language (Portuguese, and later Spanish), the system is language-independent and is very useful for the design of full-form lexicon for minority languages, as is shown by the current development of resources for Asturian and Mirandes.

OSLIN is completely web-based: it has a web-based interface for end-users consultation, as well as web-based model for maintenance, designed to be used by lexicographers. However the database is set-up framework-independently and data can be exported for various other purposes, such as a list for neologism extraction and a work list in the common format for part-of-speech tagging.

OSLIN provides a graphical way of designing system and creating an inflectional system. This allows speakers of the language to create the inflectional system of the language without having to reply on computer programmers. The graphical system is not as powerful as dedicated morphological programs can be, but it is powerful enough to deal with a large variety of inflectional systems.

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### **Identifying priorities in media policy for minority languages in a converged media age**

**Elin Haf Gruffydd Jones**

**Director (Mercator-Media), Senior Lecturer Aberystwyth University, Wales**

This paper will analyse the concepts that have informed past and present directions of media policy in minority language communities. Drawing on published work where it exists, it will examine European texts – in particular the Council of Europe’s European Charter for Regional and/or Minority Languages – as well as specific examples of media policies and their practice and implementation on state, national and/or regional levels.

The paper will also explore some of the key concepts of social media theory - such as ‘civic media’, ‘participatory culture’ and ‘collective intelligence’ - as promulgated by key thinkers (Henry Jenkins, 2008; Clay Shirky, 2010). It will consider the significance and impact of these concepts in minority language contexts.

Finally, it will seek to map out the two sets of concepts and reflect upon the relationship between them, in order to identify the best approaches and priorities when considering the reshaping of media policy for minority language in relation to the wider context of converged media activity.

### **Linguistic Apocalypse – The Case of Low German in the Nineteenth Century**

**Langhanke, Robert (Flensburg/Kiel), Germany,**

**Langer, Nils (Bristol/Kiel), UK-Germany**

In 1834 Ludolf Wienbarg published a lecture suggesting that the preservation of Low German was detrimental to the democratization of the lesser educated. Speaking dialect prevented people from participating in education and social life. In this paper we will be presenting evidence from similar metalinguistic discourses on the linguistic diversity in Schleswig-Holstein. In particular we will be examining how Low German was perceived by intellectuals, lobbyists, and ‘speakers’ in contemporary writings from the mid- and late nineteenth century. Views offered by the poet and professor Klaus Groth and his followers in particular articulated a range of puristic and preserving attitudes towards the state and future of Low German which find direct reflections in modern comments. Our aim is to establish to what extent such views of the need for extinction of dialects was common throughout the century and in different region.

### **Radio broadcasting in Minority Languages in Colombia: Fostering identity through media**

**Uribe-Jongbloed, Enrique**

**PhD Student Aberystwyth University, Wales**

Colombian Indigenous (Minority) Language radio station came to being in a joint effort of the Ministries of Communication and Culture, and indigenous community groups. Two of them, Jujunula Makuira, managed by the Wayuu Araravy association of the Wayuu Community in Northern Colombia, and Radio Nasa, managed by the Belalcazar (Paez) Indigenous Reservation, in the Central Andes of Colombia, are administered by indigenous organizations that have long served the communities and which see radio as a way of fostering cultural resistance and linguistic maintenance.

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However, linguistic identity is only one of a variety of identification available to the indigenous minority, and as such, linguistic output in the radio stations may be pushed aside to press forward other identifications (regional, political, ethnic etc.) of equal or superior relevance to the indigenous community.

The paper will present an empirical interview-based study of these two radio stations, and the different approaches the two largest indigenous communities in Colombia have undertaken in their use of radio as a tool for community building, identity, communication and cultural and linguistic survival.

### **Ethnic Minority Languages – Development & Legislation**

**Prof Dr. Larichev, Alexander, Chernov O.**  
**University of Petrozavodsk, Karelia, Russia**

Russian Federation is a multinational state, in which almost every region has a certain ethnic minority population. For example, the Republic of Karelia, located on the border with Finland, is an ethnic center of Karelian, Finnish and Vepsian people. Their total number within the structure of the Republic's population is no more than 12% altogether.

The period of the last twenty years has been marked by negative tendencies for the culture and language of Finns, Karelians and Vepsians. In larger cities of the Republic, culture and language assimilation of the above mentioned groups was widespread.

One of the reasons for this situation is underdevelopment of the corresponding legislation. Sustainable development of ethnic minorities' language and culture can be maintained only in presence of clear legal norms, which would cover their status and provide for concrete mechanisms of their protection and support on the territory of potential assimilation. In this paper the existing Russian and Karelian legislation, covering the above mentioned issues, is studied. Comparative law method is also used to examine legal norms on the protection of ethnic minorities; languages in certain European countries and to find solutions for the enhancement of existing Russian and Karelian legislation.

### **Implications of Linguistic Research in Theory and Practice: Impacts of the Ethnolinguistic Survey of Latgale on Language Policy and Regional Development**

**Dr. Lazdina, Sanita**  
**Assistant Professor, Rezekne University College, Latvia**

In my paper, I will discuss problems of the protection and promotion of Latgalian as a regional language in the East of Latvia. In this, I am focusing on the ways in which a broad range of social actors cooperate in implementing language policy, including national and international language activists, actors of civil society, and public authorities.

For this purpose, I will analyze examples of good and bad practices in the aftermath of the publication of the results of the large-scale "Ethnolinguistic survey of Latgale" (2006-2009). The variety of new published materials in and about Latgalian, public signs in the Linguistic Landscape and other examples show not only how attitudes have changed as a result of the Survey, but also how it has opened up debates regarding the important link between corpus and status planning, as well as with regard to financial aspects of institutional language support.

Regarding such financial aspects, I will first discuss how the protection and development of a regional language can receive more financial support when it is discussed from a holistic perspective and incorporated into the context of regional development. And second: if regional language issues are included in the economic

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development of the region, are these only situational or individual instances, or is there a more systematical inclusion which is directed towards long-term perspectives?

### **Structural Attrition and Incomplete Acquisition of L1 Irish in Bilingualism**

**Lenoach Ciaran**

**PhD Candidate, Ollscoil na hÉireann, Gaillimh, Ireland**

The social dynamic of minority language acquisition has changed fundamentally in recent decades. It appears that acquisition solely in the home is proving insufficient for native-speaker competence. As a result, so-called young speakers' varieties of endangered languages are increasingly reported by sociolinguists worldwide (Dorian 1981, Trudgill 1978, Schmidt 1985 etc.). The case of minority language Irish is discussed in *The Irish of Iorras Aithneach, County Galway* (Ó Curnáin 2007) and the concurrent varieties of the language across the generations are given the contrastive names 'traditional' on the one hand and 'non-traditional', 'incomplete' or 'reduced' on the other. It is furthermore reported in the *Comprehensive Linguistic Study of the use of Irish in the Gaeltacht* (Ó Giollaáin & Mac Donncha et al. 2007) that Gaeltacht schooling is failing to re-enforce home-based acquisition of the minority language and is, ironically, creating the social context for the increasingly pervasive use of English in children's social networks, leading to the structural disruption of Irish. This paper will explain the genesis and form of Irish as spoken by young people today from a sociolinguistic (i.e. sociology and linguistics) point of view. The paper will also discuss the public and academic reaction to its spread, the new challenges presented by it and its implications for minority languages everywhere. It will also argue that, apart from the question of language maintenance, structural disruption is *the* most compelling issue facing minority languages today.

### **The extended framework: Bilingual performances on Facebook**

**Sara Losch & Janne Rösler, University of Flensburg**

This study is a part of a larger DFG funded project on the language use of a group of 60 bi- and trilingual adolescents from two speech communities whose members have grown up at the German-Danish border. Their oral and written language performance is analysed in an extended framework of different settings and genres. The main purpose of the project is to analyse overt and covert, intended and unintended code-alternation phenomena at the interface between different oral and written registers and styles (interviews, spontaneous speech, written home works/ academic papers/ job applications, communication on the internet and SMS). We have registered and analysed the communication of groups of on-line and off-line friends over 6 months.

The combination of various data sets and ethnographic data on the language biography of each participant opens the opportunity to compare different settings, styles, and genres. This presentation will focus on the functional aspects of playful and intended code mixing among friends on Facebook.

### **Minority Language in Germany: A Holistic Language Policy Approach**

**Dr Heiko F. Marten**

**DAAD Lecturer**

Germany is, in comparison to many other European countries, rather exotic with regard to language policy and minority languages. Linguistic topics are rarely discussed in public, academic studies regarding language

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policy usually deal with individual speech communities only instead of creating a holistic picture, and also at the previous ICMLs, topics from Germany were rather rare.

Whenever issues of language policy are debated in German society at large, these tend to be connected either to the status of German (often considered to be a minoritised language threatened by English), or in the context of debates on immigration and the perceived need to improve migrants' knowledge of German. Knowledge and initiatives regarding autochthonous minority languages, on the other hand, are usually concentrated to the specific regions where these are spoken.

From this point of departure, I will discuss several existing measures and debates regarding language policy in German society. These will be contrasted with a suggestion to holistic language planning in Germany which would need to incorporate German and its varieties, autochthonous minority languages, migrant languages, and foreign languages/languages of education. I will then, from a perspective of autochthonous minority languages, discuss the potential benefits of such an approach, but also raise aspects why this could be of danger to the autochthonous language.

### **Ethnolinguistic vitality in Ireland: negotiating borders and identities**

**O'Giollagain, Conchur**

**Director of the Language Planning Unit, Acadamh na hOllscoiliaochta Gaeilge, National University of Ireland, Galway**

This paper sets out an analysis of the language policy challenges underlying the Irish Government's 20 Year Strategy for Irish 2010-2030, specifically its proposed initiatives to counter threats to the vitality of Irish as a spoken communal language. The findings of the Comprehensive Linguistic Study of the Use of Irish in the Gaeltacht (O'Giollagain and Mac Donnacha et al. 2007) suggest that the expected linguistic benefits of the benefits of the support mechanisms employed by the state, which have emphasised the need for rural and communal development and job creation in these regions, have not been realized. The Gaeltacht as a linguistic region is demonstrably in crisis. Focusing on the changing discursive approach in which language policies and problems are framed, this paper will examine the multilingual complexities which have hastened the emergence of new type of frontier linguistics, where the Irish language minority finds it increasingly difficult to maintain their linguistic core. i.e. that cultural and language contact beyond the assumed linguistic border now define the core.

### **Lost in transit? Celtic language revitalization in Scotland and Wales: The primary to secondary school stage**

**O'Hanlon, Fiona**

**Soillse Research Fellow**

This paper investigates the role of education within Celtic language planning in Scotland and Wales. It begins with a consideration of the role of statutory (primary and secondary) education in language planning as outlined in national policy documents, and then presents data on three key aspects of pupils' language pertaining to language planning: the language use, their self-perceived linguistic competence, and their attitudes towards their Celtic language.

The research base for the paper is an interview and questionnaire based longitudinal study involving 28 Gaelic-medium and 53 Welsh-medium pupils in the final year of primary school in 2006-2007 and in the first year of secondary school in 2007-2008. The presentation of findings will focus on the comparative and longitudinal dimensions, i.e. whether there are any notable differences between the Gaelic-medium and Welsh-medium pupil groups, or within either pupil group between primary and secondary school. The results will be discussed in

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relation to contextual factors – for example national policies, the linguistic demographics of Scotland and Wales and the level of Celtic-language institutionalization in the two countries. Policy inferences will be drawn about the place of education in a language planning strategy.

### **Attitudes to the Languages and the Institutional Arrangements of the German Minority in Denmark**

**Dr Phil. Pedersen, Karen Margrethe**  
**University of Southern Denmark, Sonderborg, Denmark**

This paper will provide an analysis of the language policies in some of the German minority institutions and the attitudes to the use of German, South Jutish, and Standard Danish among members of the minority and some of them who have chosen to leave the minority as adults. In relation to this the identity construction of present and former minority members will also be discussed.

### **Learning from the past? Language convergence and loss in Northern German Yiddish varieties 1850-1942**

**Reershemius Gertrud, Aston University, Birmingham, UK**

When the last East Frisian Jews were deported in the 1940s, some of them still had a command of a variety of Yiddish which had been used for a variety of purposes alongside Low German and Standard German, for example by the Aurich Jewish community. Until the end of the 19<sup>th</sup> century the Aurich Jewish variety had served as a vernacular, the spoken language among family friends and within the Jewish community. After it had lost most of this function in the early 20<sup>th</sup> century, it still played a role within the community as a token of heritage, identity and culture, popular in amateur theatre and music, and as a secret language, for example among cattle traders. This paper will focus on the differences and parallels between the linguistic history of Northern German Yiddish and the way Low German develops in the present days.

### **Gaelic League and the Language Freedom Movement (LFM): a case study of oppositional language ideologies in Ireland (1965-74)**

**Rowland Hugh**  
**PhD Student, National University of Ireland, Galway, Republic of Ireland**

It is the aim of this paper to investigate the oppositional language ideologies of two social movements, namely the Gaelic League and the Language Freedom Movement, with regard to the Irish state's language policy between 1965-74. This involves an analysis of the opposing contentions/beliefs/notions and ideas of both groups regarding the role of language as an expression of Irish nationality and identity.

LFM sought to diminish the state's institutional framework to support the Irish language. This framework involved a policy of requiring a pass in Irish in state examinations and also requiring knowledge of the language to secure employment in the Civil Service. LFM equated these policies with 'compulsion' and 'discrimination' rooted in nationalism. The Gaelic League strongly opposed this view as they wished to create a 'national community' with language and culture as a means to that end.

Irish society underwent huge changes in the 1960s with the opening up of the economy to external influences. This led to a social revolution which began to question the national aims, including the language policy.

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This paper aims to position the conflicting ideologies of both groups in this context and also in the contemporary international context of the civil rights movements.

### Reconfiguring LSP for Minority Languages

**Prof emeritus Schaarschmidt, Gunter**  
**University of Victoria, Canada**

There is no agreement among sociolinguists and language planners concerning the scope of maintenance/revitalization efforts for minority languages. Generally, there is a view that in the absence of a fully bilingual situation, certain linguistic domains (or levels) may need to be emphasized at the expense of others.

Our concern in this paper is the level of LSP (“language for specific purposes”- German Fachsprache), especially as it relates to the necessary inclusion of economic considerations in any planning process (Satava 2000; Coulmas 2002; and Elle 2002).

Concentrating on the current use of minority LSP in Sorbian business establishments in Germany and in Doukhobor Russian ritual ceremonies in Canada, we show that there is a need to aim for a reconfigured LSP, viz., a kind of planned code-switching within that level that will not necessitate the exclusive use of the LSP of the dominant language. Even in situations where a language is not endangered, such as Tagalog-based Pilipino in the Philippines, there is apparently a need for Tagalog-English code-switching in Metro-Manila for the level of business LSP (Bautista 1980), among other things, to avoid a situation contributing to the auto-stereotype perception of the language as being inferior.

### Ethnic identity and language attitudes of young people in the Kalmyk Republic, Russia

**Satava Leos**  
**Charles University, Prague, Czech Republic**

The basic sociolinguistic questionnaire survey on some aspects of the present-day ethnolinguistic situation among the youth of the Kalmyk Republic (Russian Federation) confirmed a number of expected facts and hypotheses.

In the main it is the considerable domination of Russian over the Kalmyk language not only in the practical sphere (overwhelming majority of language domains) but also within language attitudes and autostereotype. Specific is also the level of ethnic consciousness, at which the declaration of Kalmyk nationality prevails among the respondents of Kalmyk background; this fact, nevertheless, frequently ranges between the confines of ethnic and civil concepts of “nationality” and the link to the Kalmyk language competence is not strict and binding either.

At the same time, the statistical processing of the survey, however, showed crucial differences between groups and individual respondents depending on the type of study, sex and place of origin (urban vs. rural); the calculation of the (non)homogeneity of responses (standard deviation) yielded highly informative findings. It was the students of the lower secondary school in Šin Mer village (one of the few places where Kalmyk is still the language of communication of all generations) which emerged as “the most Kalmyk” out of the investigation.

Despite much progress and success in the field of ethnic-linguistic revitalization, the level of Kalmyk identity and language problems of Kalmykia remain, to a great degree, a multivalent and open issue.

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### **Romani and the European Charter for Regional or Minority Languages**

**Dr Schrammel Barbara, University of Graz, Austria**

Of the 24 countries which have ratified the Charter so far 14 opted for Romani. Since Romani is primarily perceived as a non-territorial language with functional restrictions the level of ratification is quite low. In nine countries Romani is only covered by part II of the Charter and only three countries and one federal state of Germany provide full coverage of Romani by part III of the Charter; i.e. they selected at least 35 undertakings of part III for Romani.

The paper tries to show the levels of ratification in detail and furthermore tries to analyse the implementation of the measures opted for by analysing the state reports and the respective evaluation reports of the Committee of Experts of the Charter.

### **Assessing Policies for Francophone Minorities in Canada**

**Prof Vaillancourt, Francois**

**School of Economics, University of Montreal, Canada**

This paper summarizes six studies prepared for the Fraser Institute examining the federal (A paper published in New Brunswick, Ontario, Manitoba; soon to be completed) policies implemented with respect to the francophone minorities of Canada. The paper will :

- 1) describe the key features of these policies in the fields of education, judicial services and others when relevant;
- 2) present the costs of these policies and show the impact of minority size on these costs in the case of education;
- 3) present the benefits of these policies for the minority group.

The studies use both published information from the Census, official documents and public accounts and information obtained from queries put to various public institutions.

The methodology used may be of interest to other participants in the conference faced with assessing institutional arrangements linked to minority policies

### **Language and Autonomous Institutions: A Glimpse of Successes and Failures from around the World.**

**Prof Dr de Varennes, Fernand**

**School of Law, Murdoch University, Australia**

Numerous groups in Asia, Africa, Europe and the Americas have demanded some form of autonomy or even self-determination, sometimes as a means of maintaining, developing and transferring their language and culture. Whether these institutional arrangements have succeeded is not always so evident. This presentation is based on a comparative look at over 30 such arrangements from around the world, attempts to identify whether there are any consistent patterns identifiable as to what may work in the sense of being conducive to protecting and promoting certain languages. It will in particular identify what appears to be the stronger institutional models, and the type of characteristics of language communities that may be the most favourable for such outcomes. Among the examples considered will be institutional arrangements in Italy, Finland, Switzerland, Canada, Ireland, Sri Lanka, Pakistan and India among others.

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### **Use of minority languages in the Romanian local administration: focus on the small and territorially scattered ethnic-linguistic minorities**

**Veress, Ilka**

**Researcher, The Romanian Institute for Research on National Minorities**

The situation of the Romanian linguistic minorities has changed significantly in the post-communist period: the directions of minority language politics had dramatically changed, increasing their chances for linguistic/cultural reproduction. According to current legislation, linguistic minorities of Romania theoretically are allowed to use their minority languages within the institutions of local administration. With the exception of Hungarian minority (the largest minority, having a remarkable institutional tradition), there are 11 other ethnic-linguistic minorities theoretically protected by linguistic rights. The present paper intends to examine the particularities of the situation of these relatively small linguistic minorities. This paper seeks to describe the process of application (or non – application) of the relevant legislation on the level of institutions of local administration. Which criteria indicate the “accepted” status of the minority language in the formal sector? Where is the place of the minority languages in the linguistic landscape? The answers for these questions are based on the analysis of survey data, collected by the Romanian Institute for Research on National Minorities in 2008 – 2009.

### **Innovation and diversity - a view on institutional arrangements for minority languages in South Africa**

**Prof Marlene Verhoef,**

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Two quotes attributed to Albert Einstein come to mind when dealing with matters such as *language maintenance*, *language development* and *language transfer*, namely “The important thing is not to stop questioning” and “The significant problems we face cannot be solved by the same level of thinking that created them”.

In South Africa, the language management pendulum indeed tends to swing between these polarities – on the one hand to stop questioning and accepting the inevitable role, alleged benefits and unintended consequences of the colonial language(s), and on the other, the array of possibilities created by innovative approaches, entrepreneurship and active ownership for the future of their languages by speech communities. These schisms point to a dynamic and multifaceted multilingual environment. And it might indeed be the apparent tension evident in the postulation of prestige, economical and political power by the language of the dominant society, while acknowledging the emerging important role of social networks, educational institutions, cultural groups and the media in simultaneously creating a space for speech communities and a growth trajectory for their languages, that paves the way for innovation within this diversity.

Against this backdrop, this paper aims at providing a bird’s eye view on the institutional arrangements in regard of minority languages in South Africa, but also wishes by means of a case study, to drill into the multilingual language space within the South African higher education sphere. This analysis will primarily take place from a social network analysis point of view interpreted against the enumeration of larger societal factors that colour the South African higher education language environment. Ultimately, the goal herewith is to check the vitality of the involved languages measured against their likelihood to submit to assimilation into a lingua franca as language of higher learning.

## CONFERENCE ABSTRACTS

### **EBUL's German MSC as an institution promoting regional and minority languages**

**Dr Walker, Alastair**

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The "European Bureau for Lesser Used Languages" (EBLUL) was founded in 1982. One of its unique features were the Member State Committees (MSCs) existing or planned in all the states of the EU.

Taking German MSC as an example, I shall discuss the structure and the networks as well as the aims, activities, achievements and problems of such a pan - European institution.

Each MSC consisted of representatives of all indigenous minority languages in the state, maintaining relations with the relevant regional and national institutions. As each MSC was represented in EBLUL's council which networked with European institutions, there were possible networks between all minority languages and institutions in Europe.

The aim was to promote minority languages by many means , e.g. publications and conferences. The German MSC succeeded in bringing together all language groups in the country and contributed to the development of minority structures, e.g. a secretariat in Berlin. Activities included a congress in Berlin and an anthology of minority languages. One problem was sometimes a lack of communication between the activities in the MSC and the functionaries in the respective minorities.

As EBLUL ceased to exist in January 2010, an analysis might help pinpoint its strengths and weaknesses, hoping that a substitute might be found.

### **The Spelling of Polish Surnames in Lithuania: Institutional Regulations Gone Awry**

**Walkowiak Justyna**

**Lecturer, Adam Mickiewicz University, Poznan, Poland**

Legal regulations (including international treaties and EU regulations) are one of the types of institutionalized support that a minority may get from a majority-dominated EU member state. In principle, this support should facilitate language and culture maintenance and transfer. In reality, its role is sometimes marginal as the administrative practice amounts to little beyond paying lip service to the regulations.

As a case in point, the paper proposes to look closely at the long-standing controversy over the spelling of the surnames of the Polish national minority in Lithuania. The conflict is deep-rooted in history and the current situation is in contravention of the spirit of the international treaties that Lithuania promulgated.

While the Poles in Lithuania perceive the transmission of surnames from generation to generation in their intact form as vital to the preservation of their minority culture, the stance of the officialdom stresses the specificity of the Lithuanian language and technical limitations that preclude the use of non-Lithuanian diacritics. The conflict is far from resolved.

### **Language Change and Language Stability in Northern Low German**

**Wilcken Viola, Kiel University**

This paper will present results from a study investigating changes in Low German in the village of Riesby, near Schleswig, between 1880 and today. In the late nineteenth century the German Language Atlas (Deutscher Sprachatlas) was compiled by sending out questionnaires of forty sentences in standard German to all villages in the country, to be translated into the local dialect. In this I will compare the historical data from Riesebly with translations of the same sentences recorded in 2006. I will show that certain changes in the Low German of the area have taken place whilst other features of the language have remained surprisingly constant.

## CONFERENCE ABSTRACTS

### **'Sonderjysk in the German minority in Denmark: a, retreat' for an endangered language?**

**Dr Westergaard Astrid, Lecturer University of Flensburg**

The official language of the German minority in Denmark is German. German is the language spoken in the institutions of the minority and is also used as the official media of communication as written and spoken language. The dialect Sonderjysk is a variety, traditionally shared as an unofficial, spoken language used as native language by both speakers of the German minority and the Danish speaking majority population. In the border region, Sonderjysk has a tradition of being accepted and perceived as a shared language.

Taking a closer look into minority languages in the border region of Denmark and Germany, it is interesting to pay attention to Sonderjysk. While the population speaking Sonderjysk decreases as a consequence of an ongoing increase in geographical mobility, Sonderjysk seems to remain as the first language among a huge number of people attached to the minority, and especially among adolescents and young adults Sonderjysk has become the common language of identification and is even used as a written medium.

To be asked in this matter is, whether the German minority provides a 'retreat' for the endangered language and which advantages the language situation in the German minority provides for Sonderjysk, compared to the language situation in the former Sonderjysk speaking majority.

### **"Pandora's box or linguists' paradise?**

#### **The lesser-used languages of Georgia – challenges for the state's language policy"**

**Dr Wicherkiewicz Tomasz**

**Adam Mickiewicz University, Poznan, Poland**

The linguistic repertoire of the Caucasus and Transcaucasia belongs to the richest and most intricate in the world. Yet, the political history of the last decennia and centuries have resulted in considerable rearrangements and even ravages among the local languages, their classifications, political status, not to mention the geographical replacements of entire populations or linguistic of their languages. Since 1991, after the seventy-year impact of the Soviet system – with its highly engineered language (and nationalities') policy – and a preceding century of the Russian imperial rules, the sovereign Republic of Georgia is trying to re-construct, or actually to arrange a newest model of state, nation (also as 'nation state'), official language policies and to allocate its minority ethnics, nationalities and their languages a new place and role in the modern (and democratic?) society.

The proposed paper is to focus on the benchmarks and challenges of Georgia's language policy, whose main objectives include: upgrading the status and role of the state language (Georgian); deciding on the status of other Kartvelian (collateral to Georgian) language varieties (Megrelian, Laz and Svan); defining the future position for the country's hitherto recognised minority languages (such as Abkhazian and Ossetian, constituting nowadays titular languages of revolted "micro-states"); developing language planning methods for large minority groups (Armenians and Azerbaijani, each accounting for up to 9% of Georgia's population); developing language revitalization strategies for the most endangered language communities – including the Assyrians, (Yezidi) Kurds, Tsova-Tush/Batsb, Udi, or the "forgotten" minority of Meskhetian Turks; and dealing with tens of allochthonous languages spoken by groups who settled in Georgia as late as the 19<sup>th</sup> or 20<sup>th</sup> centuries (Poles, Ukrainians, Russians, Lithuanians, Germans, etc.)

## CONFERENCE ABSTRACTS



Traditional Frisian folk costume from Föhr-Feer Island

Source: <http://en.wikipedia.org/wiki/File:Friesentracht.JPG>